

# Non-violent Resistance Programme

## Parent Workbook

For all those working with parents and carers of  
children and adolescents with violent behaviours

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## Dear parent

You have decided to go on this journey with us, which will take you to a new way of living with your children.

Non-violent-resistance (NVR) is a pathway and a guiding principle on this journey. Like any journey, unexpected things can happen. The goal is to enjoy the relationships in your family once again as a responsible and loving parent without violence of any kind to yourself or to others.

Setting out to travel somewhere new can be a bit scary but you will have companions to travel with. Facilitators will support you and make sure that the journey is safe. There will be other parents who are also hoping for a better life with their children and struggling with similar issues to yours.

Some of the NVR ideas are different from the more usual advice given to parents. We encourage you to consider the ideas and proposals and how they might fit with your family life.

Do make use of the support in the group to share your experiences. You may want to talk about the ideas and your learning with your partner, other family members and friends, and we encourage you to do this.

This course is just the beginning of a longer journey that will continue after the group has come to an end. We hope that you will join the growing group of graduate parents spreading the ideas and principles of NVR into the wider community and supporting each other in many creative ways in the future.

**Small steps can make a big difference.**



# H1: Confidentiality statement

## Facilitators' responsibility

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We will keep your **personal information** confidential and secure because this is:

- a legal obligation
- something we must do under our professional codes of conduct
- part of our contract of employment (if we break this we can be disciplined or even dismissed).

We will only break your confidence if we think that **you** or **someone else** is at **risk of harm**.

## Parents' responsibility

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- You will be talking about your family to other people in the NVR programme and hearing about their situations. This is an important part of the programme.
- You are free to share anything you have said about yourself outside the group but you are **not allowed** to share other people's information outside the group.

***We agree that we will all take care when discussing the NVR sessions outside the group and will not use other people's names or say anything that could identify them or their children.***

# H5: Outline of the programme

## **Session 1**

Introductions and ground rules  
Hopes and expectations  
Types of escalation

## **Session 2**

Parental presence in the home  
Identifying and prioritising change

## **Session 3**

Prioritising difficulties (baskets)  
Thinking about supportive systems and people (supporters)

## **Session 4**

Map of supporters  
Supporters and support systems

## **Session 5**

The announcement

## **Session 6**

Parental values  
Making the announcement  
Reconciliation gestures

## **Session 7**

Active resistance

## **Session 8**

The sit-in

## **Session 9**

Doing the sit-in  
Parental presence outside the home

## **Session 10**

Review  
Helping brothers and sisters tell their story  
Looking after yourself  
Certificates and goodbyes

## **Review session**

Review after one to two months  
Revisit hopes and expectations

## H6: Statement of purpose

- Learning to resist violence and destructive behaviours is a powerful choice to make.
- NVR is not about giving in or ignoring behaviour.
- NVR restores individual strength and self-respect and supports caring and respectful relationships in the family and wider communities.
- NVR – unite resist persist repair.

# H7: Statement of intent: facilitators

## **As facilitators we will try to:**

- be honest and open during all activities
- encourage diversity in group work
- provide the opportunity for equal participation
- let the group know – if possible – when a group member has to miss a meeting or struggles with their motivation to continue
- explore solutions to difficult situations
- present ideas clearly and precisely
- keep discussions on track
- make sure that there is only one discussion at a time
- encourage everyone to participate in exploring solutions to difficult situations
- give constructive feedback
- connect to each other's ideas.

## **Facilitators will also:**

- meet for 15 minutes before each session and for 30 minutes after each session
- attend NVR supervision sessions with ..... *name of supervisor*
- participate in the evaluation of the programme after the review
- participate in booster sessions for graduate parents.

# H8: Statement of intent: parents

## **As participants we will:**

- agree to the NVR programme's confidentiality statement and ground rules
- share our individual fears, concerns, hopes and expectations
- be open to new approaches to longstanding problems and consider new ideas and skills even when they seem difficult to put into practice
- keep in mind what is best for the whole group
- stay with the group until the end of the programme including the review.



# Your hopes and expectations

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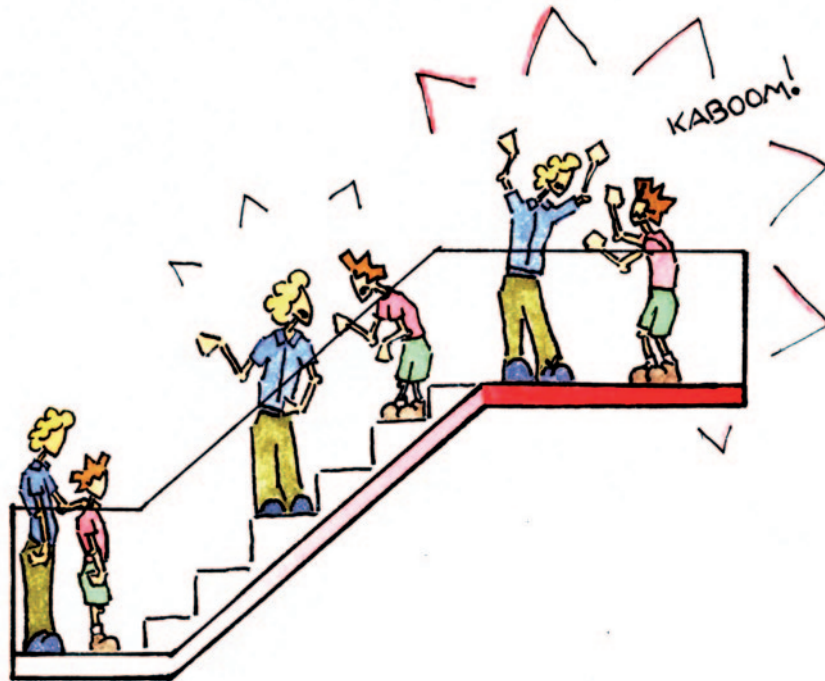
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# Session 1: Escalation

Joint escalation



Giving-in escalation



## Session 1: Escalation

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This session covers:

- introductions
- confidentiality
- messages of support
- joint escalation
- giving-in escalation
- resisting escalation.

The first session may be quite difficult for you as you don't know each other yet and the NVR concepts are new. Setting out the confidentiality agreement is key to you feeling safe in the group and knowing that you will not be judged. It is important to get you into small groups early on so that you begin to make links with each other. Small groups that bring together parents with similar situations, such as having a child with ADHD or children of similar ages can be a good way of starting conversations. Showing how escalation and de-escalation happen will put you into a familiar situation that you know and can talk about. This helps you feel that there is a constructive purpose to the session.

*'It is good having space to talk. I have not spoken to other parents about my struggles before.'*

## Objectives

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By the end of the session you will have:

- received the NVR folders
- agreed to the statements of purpose, intent and confidentiality
- received messages of support
- understood the two types of escalation
- identified one way to resist escalation.

## Activity 2: Introductions

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1. Introduce your family and your child/children.
2. Talk about your hopes and expectations.

# H9: Homework session 1

1. Notice when things start to escalate.
2. Notice what small acts of resistance and de-escalation you do during the week to resist escalation.
3. Complete **H10: Parental presence questionnaire**.

# H10: Parental presence questionnaire

Translated by Elisabeth Heismann from Koellner A, Ollefs B and von Schlippe A (2007) *Elterliche praesenz. Entwicklung eines fragebogens zur elterlichen praesenz*. In: A von Schlippe and M Grabbe *Werkstattbuch Elterncoaching. Elterliche Praesenz und gewaltloser Widerstand in der Praxis*. Goettingen: Vandenhoeck and Ruprecht.

**Name:**

**Date:**

	Statement	Yes/No
1	Sometimes I no longer recognise myself when I get into a difficult argument with my child.	
2	My partner thinks I am a good mother/father.	
2a	(Single parent) My friends and/or family think I am a good mother/father.	
3	When it comes to parenting I feel competent.	
4	I know other parents with whom I feel able to share my experiences.	
5	I know what my child is interested in as well as what they worry about.	
6	I feel like I am my child's servant.	
7	During arguments with my child I share my feelings and thoughts.	
8	I don't want other people to know what is going on inside my/our family.	
9	My child can kick off without any obvious trigger.	
10	In the past I have mostly treated my child well.	
11	I am scared that my child will become estranged from me.	
12	I have failed my child as a mother/father.	
13	I can tell what sort of mood my child is in.	
14	I deserve to be respected as a mother/father by my child.	

15	My parenting efforts are often undermined by my partner.	
16	Through my behaviour I enable my child to talk about their feelings and problems.	
17	I feel depressed when I think about my child.	
18	There are situations where I visit my child in their room.	
19	My competence as a mother/father is also visible in other areas of my social life.	
20	I often lose my composure as a result of my child's behaviour.	
21	I believe that my child has the view that I support them.	
22	My partner feels that I am to blame for my child's behavioural problems.	
23	I am afraid of my child.	
24	I feel useless when I see other fathers/mothers.	
25	I know my child's interests.	
26	I keep the conflicts that I have with my child secret from others.	
27	I have the ability to influence my child's behaviour.	
28	My child thinks I am against him/her.	
29	In the face of my child's temper tantrums I feel helpless.	
30	I have at least one good friend with whom I can talk about parenting problems.	
31	I take time for my child.	
32	I know how to bring about reasonable behaviour in my child.	
33	My child and I often fight.	
34	I can rely on my intuition as a father/mother.	
35	I feel selfish when I express my own needs.	
36	I am afraid that I have made lots of mistakes in parenting.	
37	In an emergency I can get help.	
38	My child threatens to self-harm if I don't comply with his/her demands.	
39	I am aware of how my child feels.	

40	My child makes me do things that I would not usually do.	
41	My partner purposely sabotages my parenting efforts.	
42	I am attentive to my child.	
43	My child can be mean and hurtful towards me.	
44	My child blackmails me emotionally (they claim that I don't love them, that I treat them unfairly).	
45	When I have problems with my child I do not dare to ask anyone for help.	
46	I have a guilty conscience when I think of my role as a mother/father.	
47	I encourage and support my child's interests.	
48	When it comes to parenting issues I am certain that no one can help me.	
49	My partner blames me when there are problems with my child.	
50	My child does not believe that I will follow my threats through. That is why they are useless.	
51	I have conversations with my child.	
52	My partner and I discuss our parenting problems.	
52a	I discuss my parenting problems with others.	
53	When it comes to dealing with my child I feel helpless.	
54	My family and friends sabotage my parenting efforts on purpose.	
55	I feel that the way I act comes from my own feelings and values.	
56	I have tried different parenting methods without success.	
57	I am afraid of my child's verbal and physical reactions.	
58	I enjoy spending time with my child.	
59	I feel that there are people on my side.	
60	I try to appeal to my child's conscience but they ignore me.	
61	I am interested in what my child likes to do.	
62	I think I am a good mother/father.	
63	I talk to other parents about my experiences.	



# Comments about your parental presence inside your home

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## Session 2: Parental presence in the home



## Session 2: Parental presence in the home

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This session covers:

- identifying escalation
- resisting escalation
- parental presence in the home
- improving parental presence
- enlisting support.

It is really important to understand what parental presence is. You need to understand the concept before you begin to analyse your own situation and then decide what you want to change. Small-group activities like the floor-plan will help you to build relationships and support networks in the group. If you are in the group with your partner you can identify how you take different approaches and have different levels of parental presence. This is the first step towards a more unifying presence in your home.

*'It made me realise that the support from my husband is the most important support and that a lot of the problems are between us and that we're not on the same stage and we need to work together more.'*

## Objectives

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By the end of the session you will have:

- identified acts of resistance
- understood parental presence in NVR
- applied the ideal of parental presence to your own household
- identified the changes you would like to make.

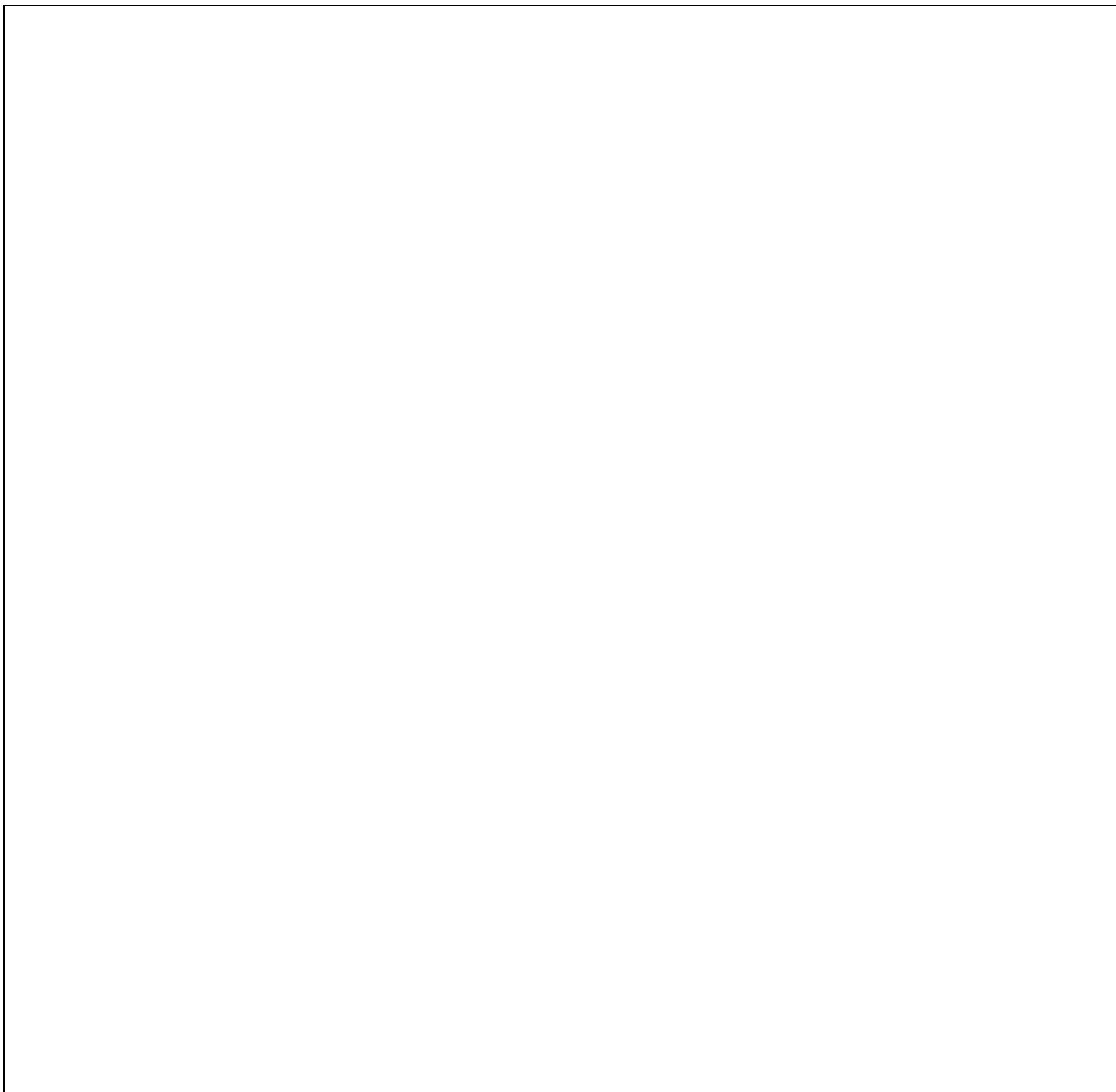
# H11: Questions about session 1 homework

Were there any incidents last week when things started to escalate at home?

Which small acts of resistance and of de-escalation did you do to avoid an escalation of the situation?

# H12: Parental presence in your home floor-plan

Draw your floor-plan and answer the questions on **H13: Questions about parental presence**.



# H13: Questions about parental presence

**Tell your story considering the following questions.**

1. Where do people sit at home?
2. Where do people tend to spend most of their time at home?
3. Where do you feel most present in your home?
4. Who talks to whom?
5. Who is left out?
6. Who is in and who is out?
7. Who has control of the TV in your household?
8. How do people take turns on computers/TV/games consoles in your family?
9. What do people know about each other's whereabouts?

# H14: Extending parental presence

**Making a difference in your parental presence.**

1. How does the relationship between you and your child need to change to allow you to get parental presence back?
2. Who needs to know?
3. What/who could support you in the process of re-negotiation of your parental presence?

# H15: Homework session 2

1. Read the chapters on the announcement and the baskets in the **Parent Booklet** (pages 24–29).
2. Relate it to your own experience.





# Session 3: The baskets



## Session 3: The baskets

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This session covers:

- prioritising difficulties (three baskets)
- thinking about supportive systems and people (supporters).

The session develops the concept of 'the baskets' and helps you to choose and prioritise unwanted behaviours. You will find this exercise very helpful and it is important to spend as much time as necessary on completing this task.

*'I listed loads of behaviours that I wanted to address, but found it really useful to narrow my focus down to two and leave the others for later.'*

*'I am now able to accept a lot of the things presented to me on a regular basis and deal with them in a calmer and more methodical manner (although inside I am screaming) due to the baskets.'*

## Objectives

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By the end of the session you will have:

- prioritised one or two difficulties that they would like to address and focus on in this programme
- completed the basket exercise
- identified support needs to address, and focused on the priorities
- understood the map of supporters homework task.

# H16: Baskets

**Identify up to two of the highest priority behaviours/things to go in the smallest basket for each family.**

Behaviours that you will choose not to respond to:



Behaviours that you are prepared to negotiate about:



Behaviours that you are going to focus on and prioritise:



# H17: Map of supporters



# H18: Homework session 3

## Map of supporters Supporters and support systems

The map of supporters is a picture of how you see family relationships and relationships with the outside world. It helps you to identify your supporters and support systems.

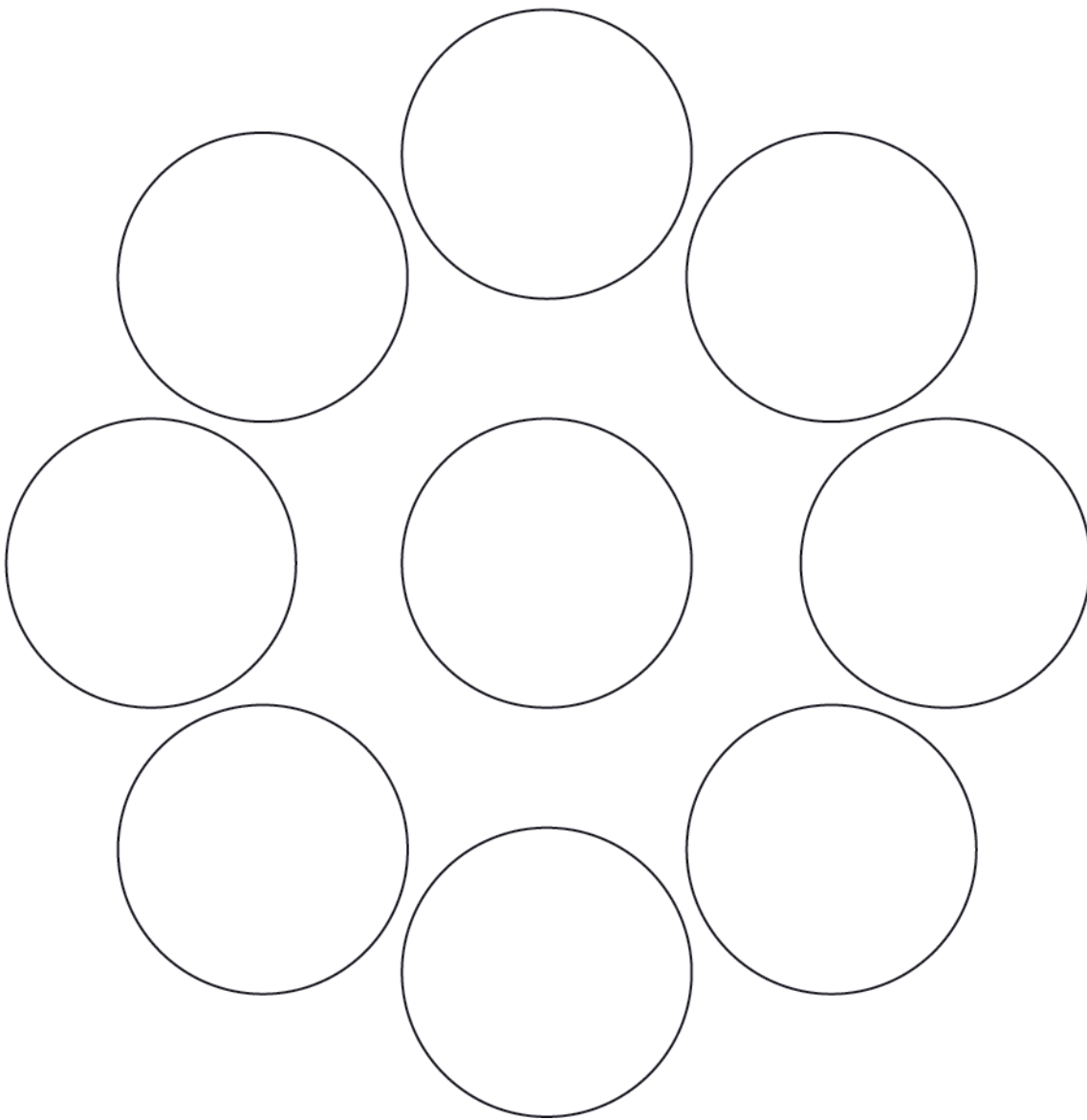
### **Complete the map of supporters for your family.**

- Place your immediate family in the centre.
- Put each individual, group or organisation that you have a connection with in the outside circles (they do not need to be geographically close and do not even have to be alive).
- Draw lines between your family in the middle circle and the individuals, groups or organisations in the outer circle:
  1. strong and close relationship = thick lines
  2. distant or casual relationship = dotted lines.
- Add more circles if needed.

# H19: Parents' map of supporters

Name: \_\_\_\_\_

Date: \_\_\_\_\_

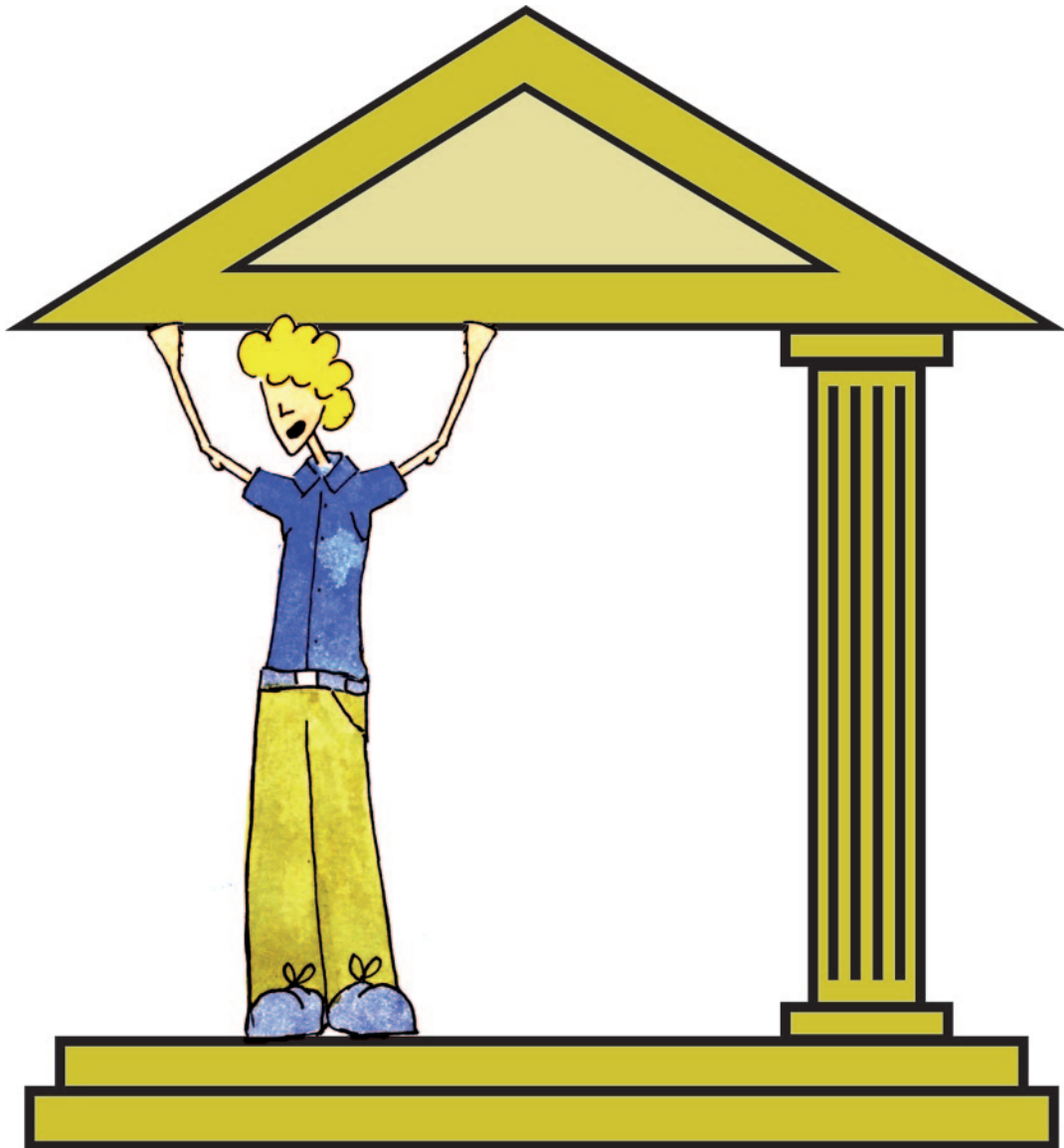








# Session 4: Supporters and support systems



## Session 4: Supporters and support systems

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This session covers:

- what an NVR supporter does
- how supporters can help with small-basket behaviours.

This session is dedicated to supporters and support networks and is connected to the small-basket behaviours identified in the last session. However isolated you are out there; the parent group itself is a support system for you. The idea of supporters is addressed throughout the whole programme and not just in this session.

*'I wasn't able to tell my friends that our nine-year-old daughter was violent to me; who would believe it?'*

*'We have supporters who are always there when we need them and, although I found it difficult to discuss some of the things that were going on in our house, I find the opportunity to share some of the issues a massive relief.'*

*'We both attended every meeting and as time went on we became part of a strong supportive group. Everyone had different experiences and as well as being given positive advice from the NVR team we began to share our experiences with each other.'*

## Objectives

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By the end of the session you will:

- have understood the idea of supporters in NVR
- have identified your own support needs around your child's small-basket behaviours
- have discussed possible obstacles and solutions to using supporters
- be ready to approach at least one supporter.

# H20: Support around small-basket behaviours

Identify what support you need around small-basket behaviour/s.

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**Behaviour 1:**

Support:

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**Behaviour 2:**

Support:

# H21: Support needs linked to map of supporters

1. Link your support needs to your map of supporters.
2. Explore possible obstacles and solutions to using supporters or support systems.
3. Discuss the 'how', 'who', 'when' and 'what'.

# H22: Homework session 4

- Identify at least one supporter you could approach and ask him or her if they are willing to take on this role.
- Think about how you could approach them about being a supporter. Use **H23: Letter to supporter**, talk to them, email them or text them.
- Clarify what you are asking them to do (eg. support you or your child).

# H23: Letter to supporter

Reproduced with kind permission from Dr Peter Jakob from [www.partnershipprojectsuk.com](http://www.partnershipprojectsuk.com).

**This is the kind of letter that your therapist would send, with your agreement, to your supporters.**

Dear supporter

We are glad that you have agreed to support the effort to improve the quality of life of the .....  
*name* family. Your presence can be very helpful in reducing tension and preventing things getting out of hand. We hope that the following information will help you to understand our approach and will give you a few ideas of how to help the parents.

## **Goals of support**

Parenting an aggressive or out-of-control child or young person is hard. It drains parents physically and mentally, leaving them tired and weak. A good support system helps parents cope and stay strong. Parents often worry what other people will think. They believe that asking for support means that they have failed as parents. Other fears include the belief that no one will want to help them or that exposing the child or young person's behaviour will label the child or young person as bad. Your reaction as a supporter is crucial in decreasing these fears and in enabling the parents to feel comfortable with your help.

## **The roles of supporters**

Being a supporter does not have to be time consuming. Each person can contribute the time and energy they wish to give. There are different ways to support parents: you can support them emotionally or practically; you can mediate between the parents and the child; or you can support the young person. Here are some suggestions that other people have found helpful.

- You can contact the young person and let them know that their parents requested your help. Tell them that you know about their extreme behaviours and that you find them unacceptable. It is also helpful if you can tell the young person that you care for them, but that you will do everything possible in order to stop their violence or destructive acts.
- If you are close to the child or young person you can ask to meet them. If they agree you can try to become a mediator between them and their parents. With your mediation the child or young person might feel less isolated.
- Where a young person is being violent towards a sibling you can contact the brother or sister and offer your help in protecting them.
- You can visit the family when things are getting out of hand. There is a good chance that your presence will decrease tension and prevent violence.

You can help parents to monitor their son's or daughter's whereabouts.

**Write your letter/s to your supporter/s here.**

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# Session 5:

## The announcement



## Session 5: The announcement

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This session covers:

- what an announcement is
- making a self-announcement
- drafting an announcement.

This is the first time that you put your ideas from the baskets into practice by writing your draft announcement. This is a crucial part of the process because it embeds the NVR philosophy. In the announcement you set up your own values and make a clear statement about resisting the behaviours as well as reaffirming your love for your child. You will understand the distinction between the behaviour and the person. NVR is different from other parent programmes in that it focuses on relationships rather than on behaviour modification.

*'You as the adult will have to do the changes, not the child. Stand by what you say. This does work, but it is not easy.'*

## Objectives

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By the end of the session you will:

- know what an announcement is
- know why the announcement is important
- have seen how an announcement is made
- know what a self-announcement is
- have started to make a rough draft of your own announcement.

# H24: Example announcement

..... *name*, the violence towards me over the last couple of years has made my life, at times, utterly miserable. I'm not prepared to live like this any longer. I will do everything I can to change the situation.

I undertake not to attack you physically or verbally.

I'm not prepared to hide what is going on any longer and I've asked our family and friends to support us both.

I promise to resist the following behaviour.

1. Violence towards myself.
2. Not going to school unless you are physically unwell.

..... *name*, I know this is not going to be easy and I'm not trying to control you.

I'm doing this because I love you very much and, as your mother, I want the best for you.

# H25: Example self-announcement

I know that I have not always been the parent I hoped I would be. There were times in the past when I was unable to protect myself or my children from violence. I was not always there for my children because I felt depressed and found it difficult to cope. I know that this has affected all of us.

Now things are different and I want to be a parent that my children can respect and look up to.

I will not attack my children physically or verbally and I will not tolerate this behaviour in our home. I will do everything I can to change the situation.

I promise to stop feeling guilty, as this paralyses me and prevents me being the sort of parent that can make our home a safe place to be.

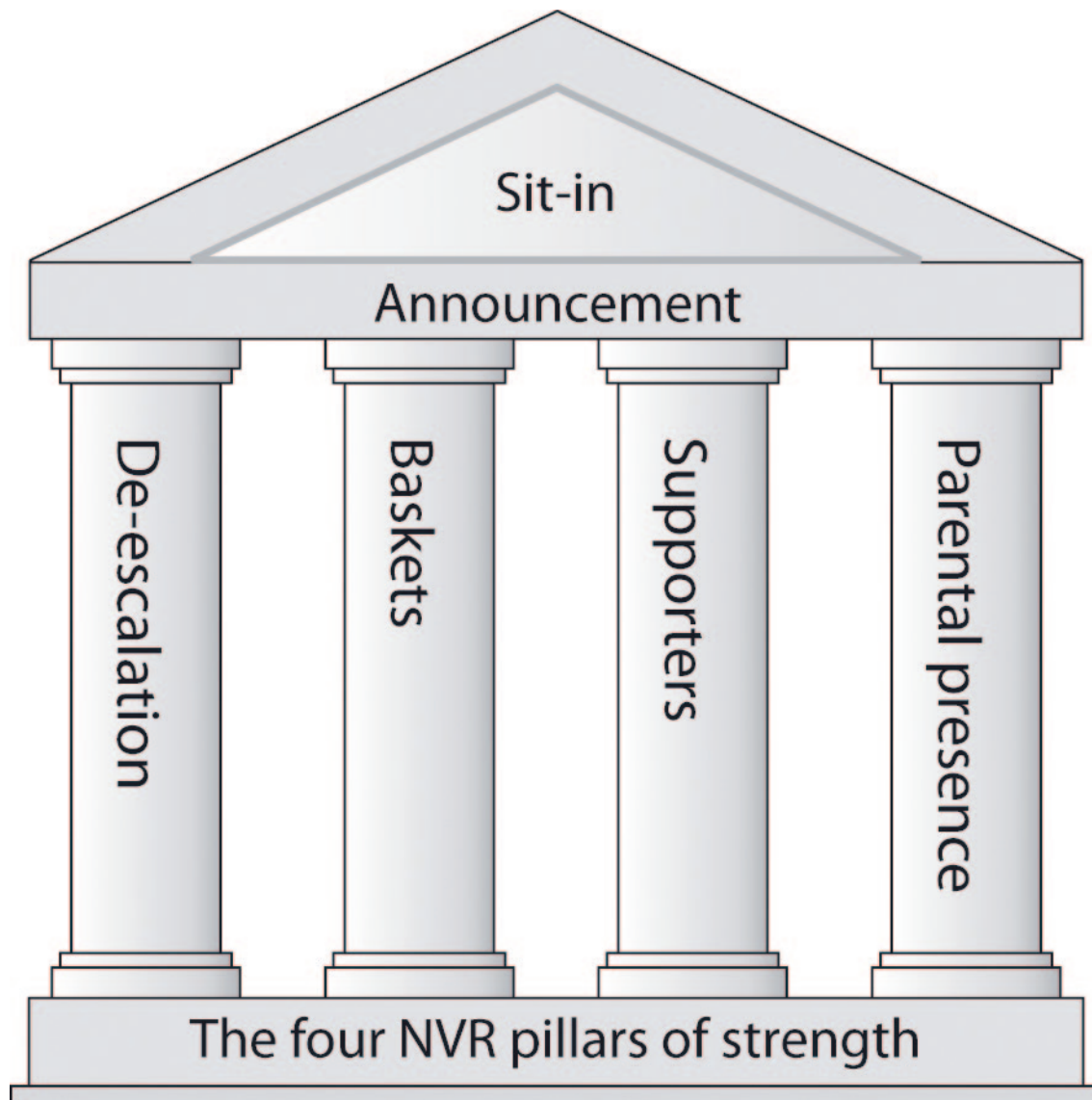
I love my children very much and, as their parent, I want the best for them.

# H26: Homework session 5

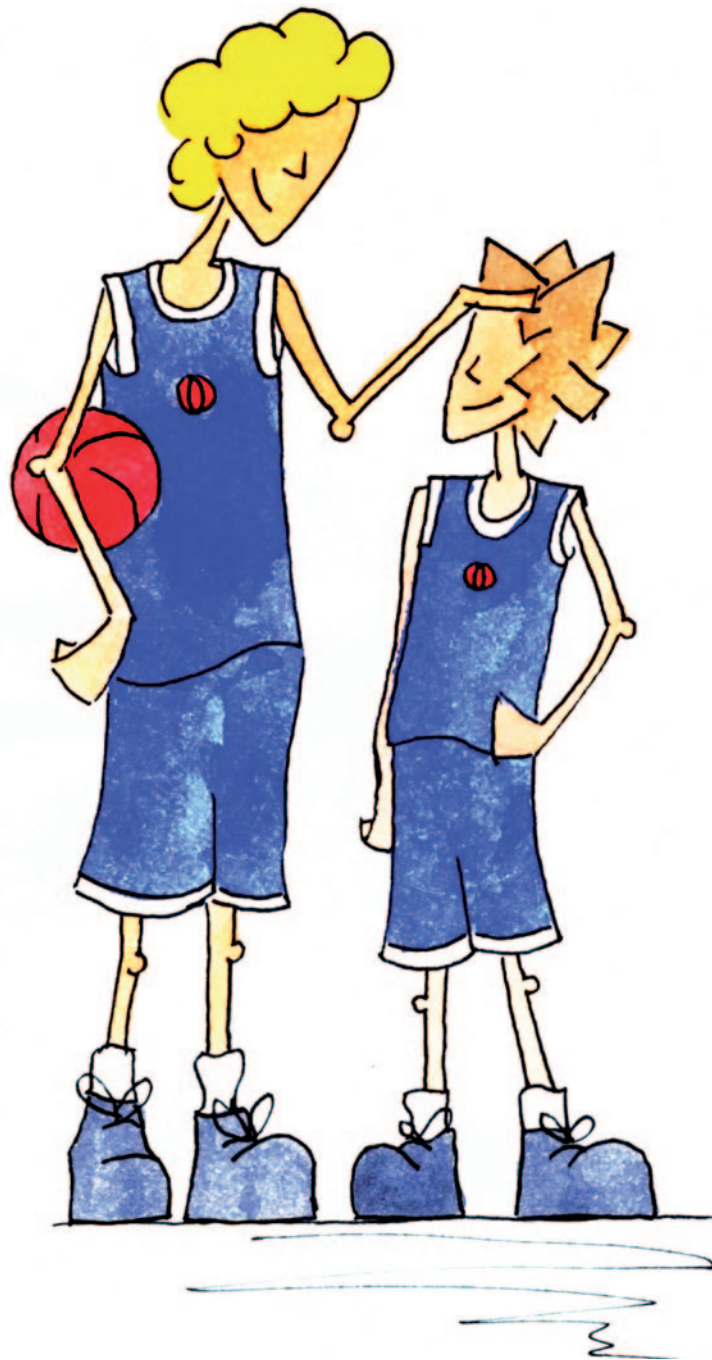
Complete your own draft announcement and bring your draft to the next session.

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# M7: NVR pillars of strength



# Session 6: Parental values, the announcement, reconciliation gestures





## Session 6: Parental values, the announcement, reconciliation gestures

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This session covers:

- understanding how our values influence us
- rehearsing the announcement
- creating reconciliation gestures.

This session focuses on rebuilding the relationship. You will spend time thinking further about your parental values and what you are fighting *for* rather than what you are fighting *against*. You will rehearse your announcement in the safe environment of the small group. Many parents are reluctant to do this but also say that this role play was the thing that was most helpful in putting the ideas into practice at home. Making a list of reconciliation gestures is a fun thing for the whole group to do. You will learn about the difference between reconciliation gestures and rewards. Reconciliation gestures are not related to any behaviour (good or bad) that your son/daughter may have shown.

*'When I listened to myself making the announcement in the role play I noticed that, although the written words were calm and described how much I loved my son, my tone of voice and my body language did not convey the same message. By rehearsing with other parents I was able to change this.'*

## Objectives

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By the end of the session you will have:

- discussed your own parental values
- discussed your own announcements
- seen how the announcement could be used
- practised making your announcement
- made a list of reconciliation gestures.

# H27: Exploring your parental values

1. What are your own basic parental values that you are fighting and persisting for? Where do they come from (upbringing, culture, religion, etc)?
2. What do you expect from yourself and the other parent?
3. Whom will you share the announcement with?
4. What do you want your supporter to do?
5. Predict your son's/daughter's possible response.

# H28: Reconciliation gestures

Discuss some reconciliation gestures you could try out with your child and write your suggestions on sticky notes.

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# H29: Homework session 6

Note down any positive act/response from your child following your own reconciliation gesture.

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# Session 7: Active resistance



## Session 7: Active resistance

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This session covers:

- the meaning of active resistance
- working together and using supporters
- circles of concern
- message campaigns.

You need to be working towards active resistance. At this stage in the programme you are encouraged to move on to identifying ways in which supporters can communicate directly with your child to help them act differently. This is about creating a change in relationships that will benefit your child and your whole family.

*'Now, my husband and I are on the same page and can support one another – and our son knows it. But also, using NVR we were able to achieve this without alienating him any further from us.'*

## Objectives

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By the end of the session you will:

- have discussed your child's response to reconciliation gestures
- know what active resistance is
- have identified supporters to make up your circle of concern
- have explored how supporters could use a message campaign to reinforce the announcement.

# H30: Demonstrating resistance

## 1. Resistance as a concept assumes:

- the parent can be active at the same time as the child.

## 2. The principles of acts of resistance are:

- the parent is in the centre – how the parent behaves is the measure of success
- the goal is not control but change
- it is an independent act and does not depend on the child's behaviour
- it is well prepared and not spontaneous.

## 3. Types of demonstrations of resistance:

- against violence
- against non-functioning (eg. school refusal, not getting up)
- against disconnection (eg. social withdrawal).

## 4. Resistance can lead parents to discoveries such as:

- *'I can control my behaviour.'*
- *'I can deal with my fear.'*
- *'I can stand up for my rights.'*
- *'I can predict my child's behaviour.'*
- *'I am not alone.'*



# H31: Letter to message-campaign supporters

Reproduced with kind permission from Dr Peter Jakob from [www.partnershipprojectsuk.com](http://www.partnershipprojectsuk.com).

Dear supporter

Thank you for offering to help ..... *name's* parents resist his aggressive and controlling behaviour. It is very important for him to resist such behaviour, so he can overcome his anger as well as the compulsions that are making life a misery for him and the entire family. When you give ..... *name* messages about unacceptable behaviour, it will support the programme that his parents are undertaking for him. Most young people who act in violent ways do not want their parents to tell anyone. If parents give in to this demand for secrecy, they are being censored by their child; they are also letting him avoid the natural consequences of his aggression. It will be helpful for ..... *name* to feel his parents' presence and the support they have from others; your messages will contribute to this.

Here's the template for the message:

..... *name*, I have heard that you (*for example...*) *punched your mother in the face this afternoon*. This is violent behaviour, and it is not acceptable. I'm concerned, because your mother got hurt and very upset. I'm also concerned for you, because you're on the wrong path with this behaviour. You can come to me at any time, if you would like me to help you; however, the violence must stop.

It may feel strange to communicate in this way. You may feel sorry for ..... *name*, and wish to say things in a roundabout way, such as 'I understand you weren't very happy yesterday.' That would be a perfectly natural response. However, it would minimise the severity of your message and your expression of concern. It would make ..... *name* feel that what he did doesn't really matter much. Being neutral in your tone of voice and specific in what you say is not unkind towards ..... *name*. If ..... *name* feels shameful or upset as a result of your message, this is a positive step towards change, because such feelings create an incentive for self-control.

On the other hand, you may feel angry at ..... *name* and wish to tell him off. This would also be a natural response. However, it would give ..... *name* a good reason to get angry at you and at his parents; he would not take the message to heart. Also, if we reinforce a negative self-image, he'll be more likely to live up to it. To remain calm and neutral in your tone of voice and in your choice of words does not mean you are letting him get away with it; it is actually a more powerful way of communicating with a young person such as ..... *name*.

Once you have delivered your message, it is best not to try and engage ..... *name* in a conversation, or to get drawn into one by him. If he says anything indicating that he doesn't see the violence as his responsibility, or if he says he is sorry, you can say in a quiet voice, 'I'm concerned, the violence must stop.' After that, nothing further needs to be said apart from goodbye.

Please invite feedback from ..... *name's* parents. It's OK to make mistakes, and their feedback will give you the opportunity to learn from mistakes for the next time. Thank you again for your support, it will make all the difference.

Best wishes

# H32: Letter to message-campaign supporters (isolation)

Reproduced with kind permission from Dr Peter Jakob from [www.partnershipprojectsuk.com](http://www.partnershipprojectsuk.com).

Dear supporter

Thank you for offering to help ..... *name's* parents resist his aggressive and controlling behaviour, and his withdrawal from other people. It is very important for him to resist such behaviour, so he can overcome his anger as well as the anxious withdrawal that is making life a misery for him and the entire family. When you give ..... *name* messages about unacceptable behaviour, it will support the programme that his parents are undertaking for him. Most young people who act in aggressive ways do not want their parents to tell anyone. If parents give in to this demand for secrecy, they are being censored by their child; they are also letting him avoid the natural consequences of his aggression. It will be helpful for ..... *name* to feel his parents' presence and the support they have from others; your messages will contribute to this.

Here's the template for the message:

..... *name*, I have heard that you (*for example...*) *demand*ed your mother bring you a meal in the middle of the night. This is aggressive behaviour, and it is not acceptable. I'm concerned, because your parents got very upset. I'm also concerned for you, because this behaviour is harming you, and it is part of your withdrawal. I wish you the best.

It may feel strange to communicate in this way. You may feel sorry for ..... *name*, and wish to say things in a roundabout way, such as 'I understand you weren't very happy yesterday.' That would be a perfectly natural response. However, it would minimise the severity of your message and your expression of concern. It would make ..... *name* feel that what he did doesn't really matter much. Being neutral in your tone of voice and specific in what you say is not unkind towards ..... *name*. If ..... *name* feels shameful or upset as a result of your message, this is a positive step towards change, because such feelings create an incentive for self-control.

On the other hand, you may feel angry at ..... *name* and wish to tell him off. This would also be a natural response. However, it would give ..... *name* a good reason to get angry at you and at his parents; he would not take the message to heart. Also, if we reinforce a negative self-image, he'll be more likely to live up to it. To remain calm and neutral in your tone of voice and in your choice of words does not mean you are letting him get away with it; it is actually a more powerful way of communicating with a young person such as ..... *name*.

Once you have delivered your message, it is best not to try and engage ..... *name* in a conversation, or to get drawn into one by him. After that, nothing further needs to be said apart from goodbye.

You can deliver your message personally, by letter, email or telephone.

Please invite feedback from ..... *name's* parents. It's OK to make mistakes, and their feedback will give you the opportunity to learn from mistakes for the next time. Thank you again for your support, it will make all the difference.

Best wishes

# H33: Homework session 7

Read about the sit-in in chapter 7 of the **Parent Booklet** (pages 30–35). Write your comments below.

---

# Session 8: The sit-in



## Session 8: The sit-in

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This session covers:

- what a sit-in is
- when to do a sit-in.

You may never need to do a sit-in or may not feel able to do one. It is important that you see the opportunities that the sit-in presents for you to develop and extend your parental presence. Plenty of practice and rehearsal are needed and this can be quite a fun activity. By this stage you may be more willing to have a go and feel more comfortable in the group. You may be more able to give constructive feedback to other parents and to discuss what works for you. It is important that you understand that the purpose of the sit-in is not for the child to come up with a suggestion, but for you as parent/s to be present while resisting the usual pattern of getting drawn into a confrontation or discussion. The sit-in should feel empowering.

*'In time I noticed that we had changed the way we responded to this challenging behaviour, life became quieter and calmer.'*

*'The role play may seem awkward and pretentious but steel yourself and do it. It really helps.'*

## Objectives

---

By the end of the session you will:

- know what the principles of a sit-in are
- have thought about when to use the sit-in
- have considered the risks associated with a sit-in
- have practised staying calm and not getting into escalation.

# H34: Questions about the role play

**After you've watched the role plays, answer the following questions.**

1. How did the parent/s enter the room?
  
  
  
  
  
  
  
  
  
  
2. Where did they sit down?
  
  
  
  
  
  
  
  
  
  
3. What did they say to the child about why they had come to their room?
  
  
  
  
  
  
  
  
  
  
4. What did they do after they had told the child why they had come to their room?
  
  
  
  
  
  
  
  
  
  
5. How did the parent/s leave?
  
  
  
  
  
  
  
  
  
  
6. Did they use a supporter? If yes what was the supporter's role during the sit-in?

# H35: Homework session 8

1. Notice when a sit-in might be appropriate.
2. How might you want to set up the sit-in?
3. Who might you need to be there to support you?
4. How confident do you feel about doing the sit-in? Mark your level of confidence on the line below.

**Not at all**  
1

**A bit**  
2

**Would give it a try**  
3

**Confident**  
4

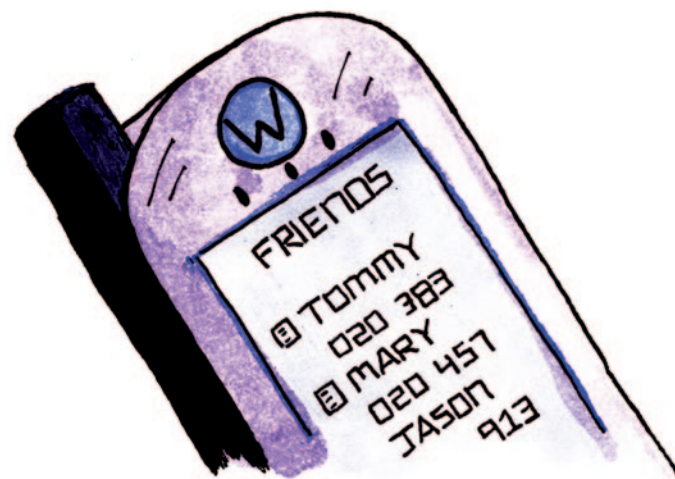
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# Session 9: Parental presence outside the home



## Session 9: Parental presence outside the home

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This session covers:

- doing the sit-in
- parental presence outside the home
- telephone campaigns.

This session is about you extending your parental presence into your child's bedroom and also outside the home. You will feed back on your experiences with the sit-in since the previous session. You will consider the risks associated with a sit-in as it will not be appropriate in every situation. Sit-ins need careful planning and supporters need to understand their role and how to resist escalation. For some parents parental presence outside the home is a particular concern as their child is often missing or involved in criminal activity or drug taking. **Role play 6: Parental presence outside the home** addresses these issues. You will spend some time discussing strategies, such as the telephone campaign, which are very different from ways in which you may have responded in the past.

*'When you face challenging behaviour on a daily basis it is hard to believe that anything will change it, all our lives seemed very fragile and uncertain. Coming to the sessions and talking about the ways of dealing with our child as well as knowing that there were others in our situation gave us the confidence in ourselves to change our reactions to difficult situations.'*

## Objectives

---

By the end of the session you will:

- be more confident about the principles of the sit-in
- feel able to use the sit-in
- have considered the risks associated with a sit-in
- have practised staying calm and not getting into escalation at home and in the group
- understand the concepts of parental presence outside the home.

# H36: Asking about the sit-in

**1. Were there situations last week where you:**

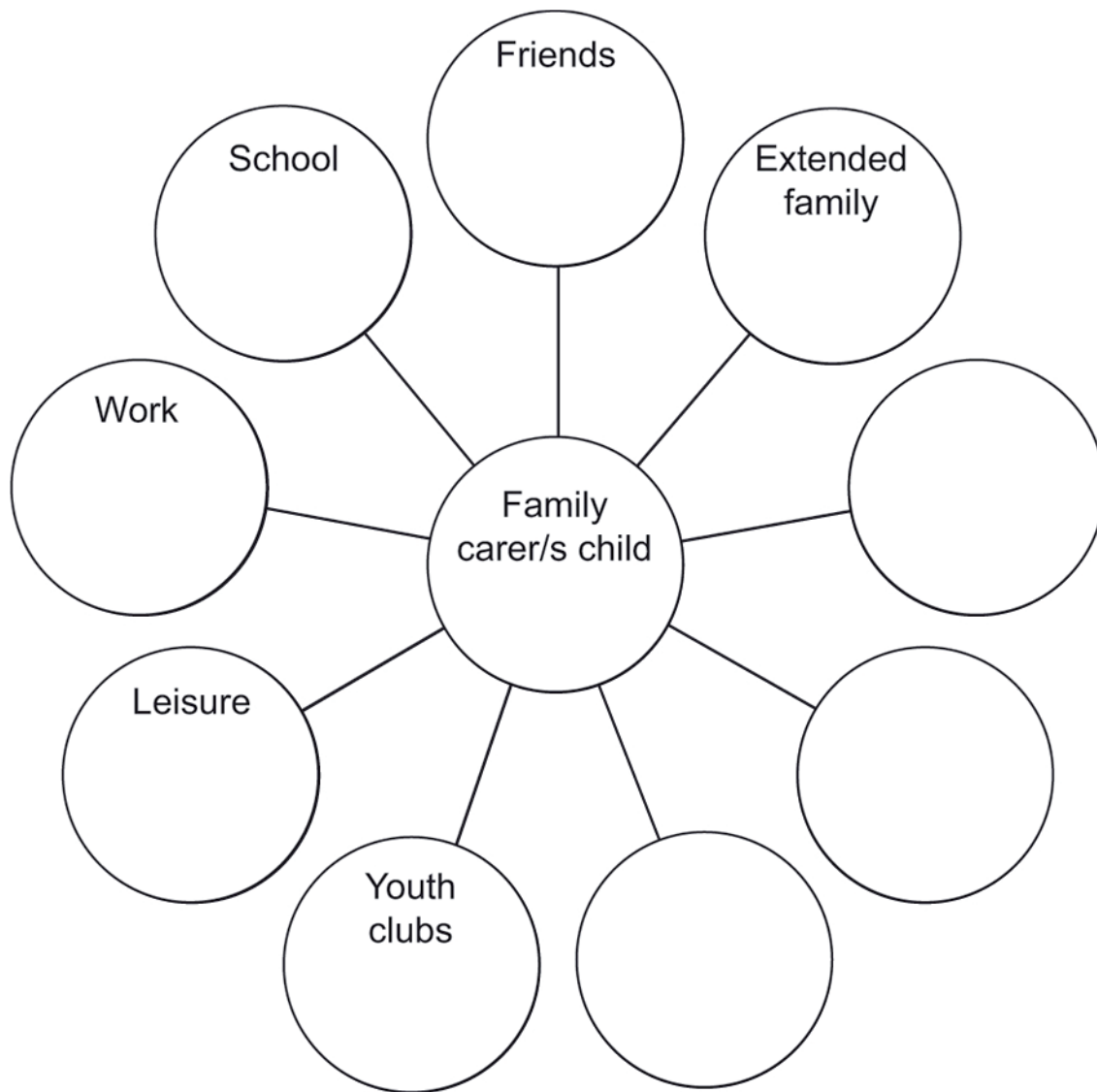
a. decided that a sit-in would have been useful?

b. did a sit-in?

**2. If you did a sit-in were supporters present?**

**3. What did the supporters do?**

# H37: Parental presence outside the home: map



# H38: Parental presence outside the home: questions

Use the following questions to decide on the focus of your own current parental presence outside the home.

---

- Which of your child's behaviours do you want to focus on?
- What are the ways in which you want to manage your child's behaviour *outside the home*?
- What is your supporter's role in increasing your *parental presence outside the home*?

# H39: Homework session 9: 1

What has been most helpful in the programme so far?

What has changed at home?

Do you have any questions?

What difficulties or problems did you have when trying to follow the NVR programme?

# H40: Homework session 9: 2

Use the following questions to help brothers and sisters tell their story.

---

1. How are other people affected by the difficulties at home?
  
  
  
  
  
  
  
  
  
  
2. How are your other children affected by the difficulties at home?
  
  
  
  
  
  
  
  
  
  
3. What kind of support is available to the other people/your other children that are affected?
  
  
  
  
  
  
  
  
  
  
4. What are the resources around you and your child and everyone else who is affected by the difficulties at home?
  
  
  
  
  
  
  
  
  
  
5. How do you look after yourself?





# Session 10: Summary and certificates

Helping brothers and sisters tell their story



Looking after yourself



## Session 10: Summary and certificates

---

This session covers:

- summarising what has been learned
- helping brothers and sisters tell their story
- looking after yourself
- certificates and goodbyes.

This is a full session as it includes thinking about the risks to siblings and other vulnerable people as well as reviewing the main concepts of NVR and helping you think about nurturing yourself. It will give you tools to keep you on track between the end of the programme and the review session. You will be awarded a graduate parent certificate.

*'The NVR course... might not give you back the child you would like to have but it will allow you to deal with the unnatural situations you find yourself in and help your internal well-being.'*

## Objectives

---

By the end of the session you will:

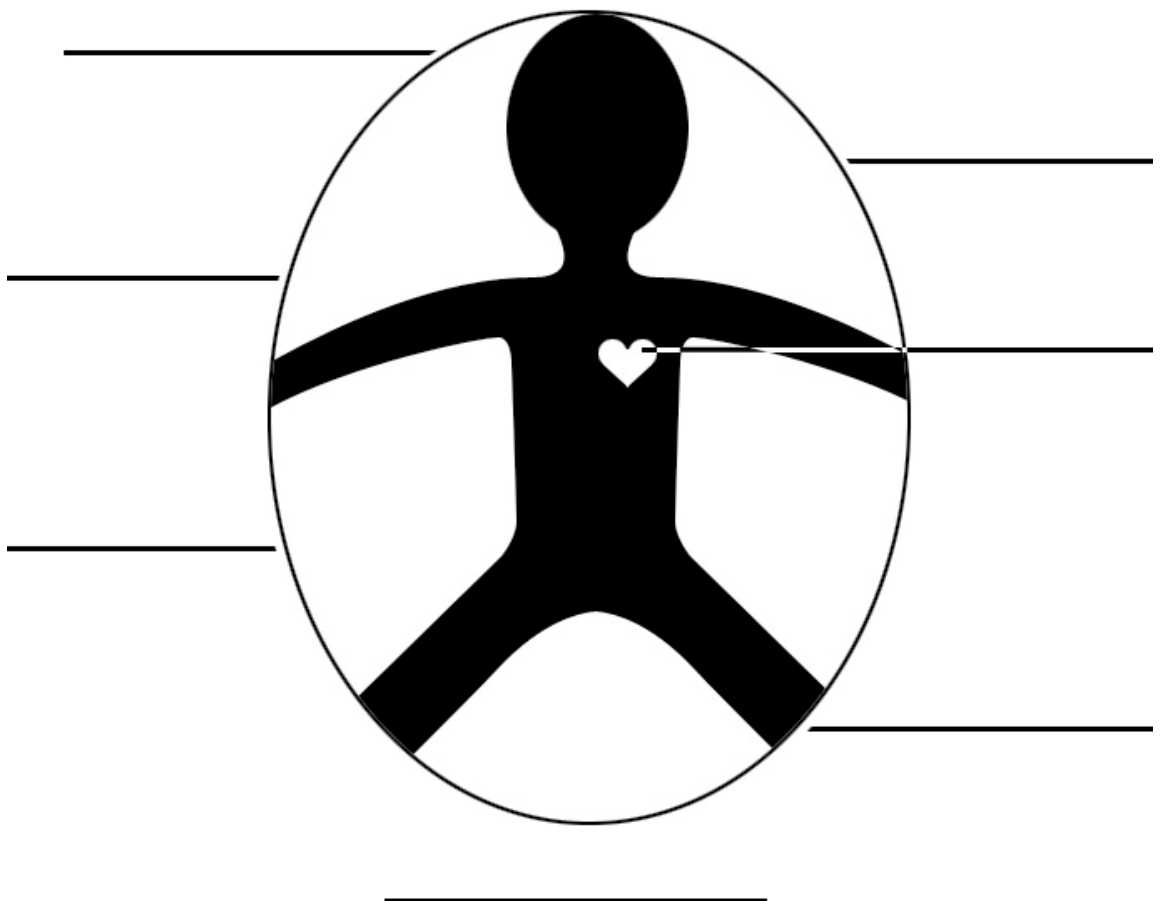
- have reviewed all the aspects of NVR
- have assessed how confident you feel to use them
- have thought about the needs of siblings and others
- have thought about how to look after yourself
- have received your graduation certificates
- know when the review session is.

# H41: Looking after yourself

Use the figure below to think about and describe the different ways in which you already do look after yourself and the ways you might want to in the future.

Complete the drawing yourself.

The lines are there to help you think about the different aspects of yourself (see page 54 in the **Parent Booklet**).



# H42: Messages to take away

NVR is a new way of living with others. It is important to hang on to the ideas even though there may be times when you have responded by escalating or saying things you later regret.

NVR is a pathway and a guiding principle. People will be at different points on the path: some will just be beginning the journey, while others will have managed to overcome a number of obstacles. Like any journey, the unexpected can always happen and you may have to make a detour or be delayed for a little while.

The goal is to enjoy relationships in your family again, as responsible and loving parents.

Accepting support and looking after yourself are essential ingredients of your well-being and emotional health.

Don't give up!

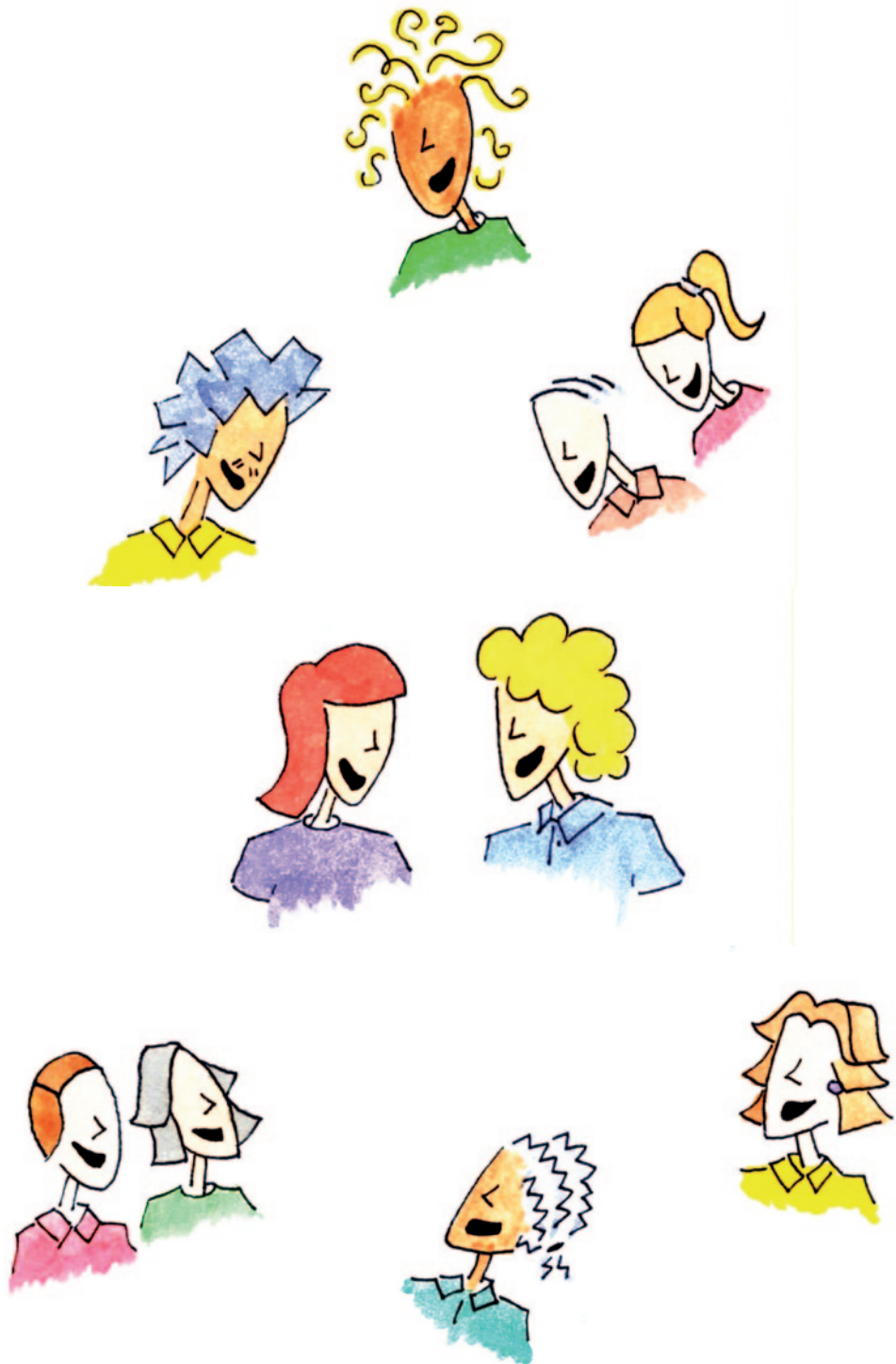




# Review session

## Revisiting your hopes and expectations

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## Review session

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This session covers:

- how you are using the NVR concepts that you learned on the programme
- ways forward and the booster sessions.

You will complete the SUDS questionnaire again and compare it with the one you filled out before you started the programme. At the end of the review session you and the other parents will generate messages of hope and support that you would like to pass on to the parents in the next group. You will think about the support you will need in the future and how you would like to contribute to new NVR programmes and events. Facilitators will explain the booster sessions.

*'Our daughter is now in college and is much more settled. We still find it hard to believe that we won't ever go back to how things were before, but we continue to build bridges where we can and slowly our confidence and trust in her grows. We love our daughter very much.'*

*'My granddaughter told me one day: "I like you and Mummy going to NVR, because Mummy comes back happy and kind." I think that sums up what NVR has done to my family.'*

*'Using NVR is helping us to forgive and rebuild our relationship with our son. It is not just a parenting technique; it is a way of life that I use in all aspects of dealing with people inside and outside the home.'*

## Objectives

---

By the end of the review you will have:

- reviewed how you have managed over the last few months with the NVR principles and skills that you have learnt
- completed the SUDS questionnaire again and compared this with the one you completed before you started the programme
- discussed how you will continue to participate in future programmes and other aspects of the NVR project
- agreed on dates, timings and content for booster sessions.

# H43: Review

Write about one experience over the last one/two month/s where you used an NVR idea or skill that you got from the group.

---

# H44: Comparison of Subjective Units of Disturbance Scale (SUDS) questionnaire

Compare the questionnaire you completed during the selection interview with the one you have completed today.

---

**What strikes you most about this comparison?**

# H45: Future planning

## What about the future?

---

### Do you want to:

- leave things as they are?
- learn more and have NVR booster seminars?
- be part of future NVR projects as graduate parents?

## H46: Ending exercise

What messages would you like to give to the next NVR group, or to other parents that are having similar experiences to you?

Please write your message/s on sticky notes and put it/them in the bowl.

# M3: Parent testimonials

*'When we started NVR our daughter was 15 years old and out of school. Her behaviour was on a downward spiral: she came and went from the family home as she liked, she was verbally abusive, physically threatening, she had "trashed" our home several times and in February 2007 we had her arrested and charged with theft. This was after she had stolen money, phones and jewellery many times before.*

*Looking through the NVR booklet it was hard to imagine what we could achieve: would this really work? When you face challenging behaviour on a daily basis it is hard to believe that anything will change it, all our lives seemed very fragile and uncertain. Coming to the sessions and talking about the ways of dealing with our child as well as knowing that there were others in our situation gave us the confidence in ourselves to change our reactions to difficult situations. Looking back over the past few months the things that helped were giving firm boundaries, keeping rules simple, not letting situations escalate and presenting a calm, caring attitude. The "baskets" were a useful tool for focusing on the main issues that needed addressing immediately.*

*We are not perfect parents, we still get frustrated sometimes and shout instead of talk, but there is a great improvement to the quality of all our lives and our time spent at NVR sessions was of enormous help and we are glad that we persevered.*

*Our daughter is now in college and is much more settled. We still find it hard to believe that we won't ever go back to how things were before, but we continue to build bridges where we can and slowly our confidence and trust in her grows. We love our daughter very much.'*

**Mother**

*'I would like to say how much the NVR course helped me through difficult times. I am using some of the techniques and finding them very useful. I have found a big change in our family life as a whole and the relationship between my son and I has improved 80%. Even though my daughter's behavioural problems are pretty constant, my attitude towards her has changed so this has helped me cope much better.*

*Booster sessions will help me maintain some sort of stability and will offer me some support through difficult times as my daughter's behavioural problems are ongoing. One could easily slip back to old methods!*

*I would love to be a part of any future NVR projects as a graduate parent. I think being a part of this project actually makes me feel good and I want to help others too.'*

**Mother**

*'I was horrified when I discovered that my teenage son smokes cannabis almost daily and watched angst ridden as he took over the shed as an orgy den for his dope buddies, coming and going as he pleased – as they all pleased. I was distraught as my husband and I floundered, unable to bring him under control. Then we were referred to the NVR course and gradually, we were able to improve our family life as we learnt valuable skills and a structured method of coping. At last my husband and I found a way to work together when dealing with our son. I will never be able to get my son to give up his cannabis habit – I realise that, at his age, he must make that change of his own free will. But at least I have re-claimed the shed, which is now used for storage, and my son has confined his use of drugs away from our property, and visits and phone calls from his friends are limited: at last I can protect and support our younger children. Now, my husband and I are on the same page and can support one another, and our son knows it. But also, using NVR we were able to achieve this without alienating him any further from us. I even caught myself chatting to him about the programme we were watching on telly the other day. A few weeks previously I wouldn't even have made eye contact with him. And on a camping trip, we all joked and laughed around the barbeque fire – it was especially rewarding to see him and his younger brother chatting amicably. Using non-violent resistance is helping us to forgive, and rebuild our relationship with our son. It is not just a parenting technique; it is a way of life that I use in all aspects of dealing with people inside and outside the home.'*

**Mother**

**Please share your own experiences of the group.**

# A18: Feedback form for referrers

NVR programme number: .....

Name of young person:

Name of parent/s:

Date of first session:

Date of last session:

How many sessions did parent/s attend?:

Pre- and post-session measure of **distress** on a scale of 0–10:

Pre:

Post:

Difference:

Pre- and post-sessions measure of how the parent **manages** things on a scale of 0–10:

Pre:

Post:

Difference:

Pre- and post- sessions measure of **support** on a scale of 0–10:

Pre:

Post:

Difference:

How did the parent/s benefit from the NVR group?

---

What support does the parent need after the group has finished?

Recommendations for further referrals or further work with you:

If the parent dropped out of the group – reasons for dropping out:

Signature of facilitator:



### **Ideas and skills covered in this programme**

- ☐ Two types of escalation: joint escalation and complementary escalation  
(giving-in escalation and methods of de-escalation: eg. 'striking when the iron is cold')
- ☐ Parental presence in the home
- ☐ Prioritising difficulties (basket work)
- ☐ Identifying supporters and negotiating the support they need  
(opening up about the situation at home)
- ☐ Planning and making an announcement to the young person
- ☐ Thinking about and doing reconciliation gestures
- ☐ Active resistance
- ☐ Planning and doing a sit-in
- ☐ Parental presence outside the home
- ☐ Helping brothers and sisters tell their story (writing a log)
- ☐ Looking after yourself
- ☐ Risks of doing/not doing NVR

# M9: Charts to record behaviour

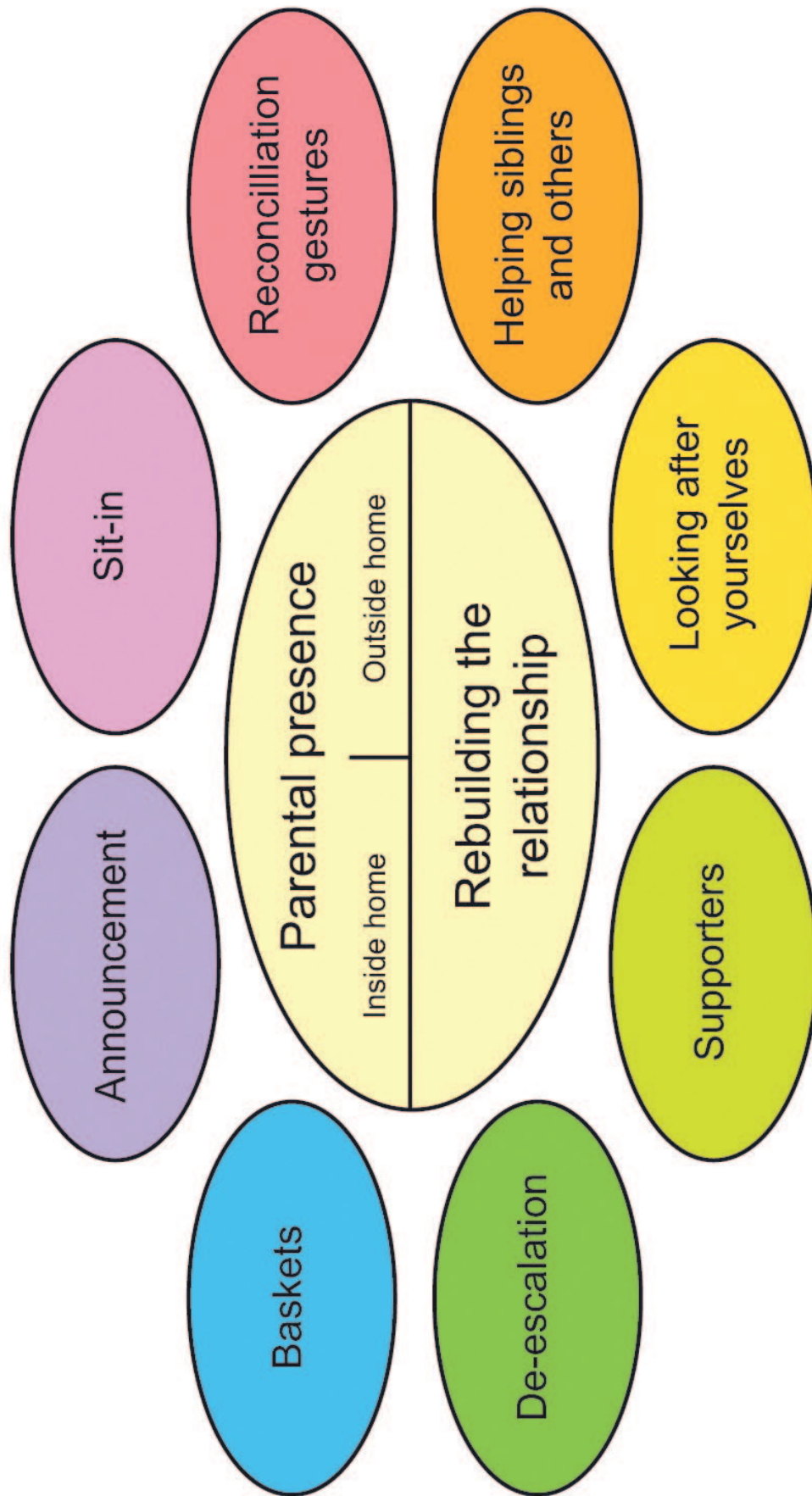
Example 1: Chart to record behaviour: Week: .....

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Early morning							
08.00							
09.00							
10.00							
11.00							
12.00							
13.00							
14.00							
15.00							
16.00							
17.00							
18.00							
19.00							
20.00							
Evening							
Late night							

**Example 2: Chart to record behaviour: Week: .....**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
Early morning							
07.00 – 09.00							
09.00 – 12.00							
12.00 – 13.00							
13.00 – 16.00							
16.00 – 18.00							
18.00 – 20.00							
Late night							

# M2: NVR map



# M6: NVR map 2

